

of the specific behaviors set up in the purposes section of the unit. Be sure that these entries are in terms of observable pupil behaviors. *Do not* write your conclusion. Write the actual behavior. At the close of the unit these entries may be summarized and interpreted and a composite picture of the changes in behavior the student has made can be secured.

- C. As the unit progresses significant pieces of work of each should be collected and kept until the end of the unit. These cumulative records can be summarized to add to the total picture of changes in student behavior that have occurred during the unit.
- D. The following are two types of instruments that may be used in evaluating some of the purposes of the unit:

1. BELIEFS ABOUT RACIAL AND CULTURAL GROUPS

Name: Grade:

School: Date:

Directions:

Put (A) in the parenthesis in front of every statement with which you agree, and (D) in the parenthesis in front of every statement with which you disagree.

- () 1. There are some national or racial groups in the United States that have nothing to offer to our culture.
- () 2. If a group of newcomers lives a life apart from the rest of the community, it is no concern of anybody else.
- () 3. Many of the problems of newcomers are due to insufficient earnings.
- () 4. Incoming groups never create any problems for themselves or others.
- () 5. People established in a community should welcome new arrivals and help them to become comfortable and at home in their new situation.
- () 6. All racial groups can profit by education.
- () 7. Equal rights to improve one's position in the world should be granted to people only after they have lived in this country for a certain period of time.
- () 8. Immigrants come to this country against the will of our citizens.
- () 9. Because of being shunned by the rest of the community, a group may fail to improve its own culture.
- () 10. Native-born citizens should receive preference in the courts of law.